GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA

UNSTARRED QUESTION NO:2875
ANSWERED ON:22.03.2005
MODERN AND CONVENTIONAL EDUCATION
Choudhary Shri Nikhil Kumar;Danve Shri Raosaheb Patil;Shakya Shri Raghuraj Singh

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Government is aware that there is need for synergy between modern and conventional education in the existing system of education;

(b) if so, whether Government has formulated any scheme in this regard ;

(c) if so, the details thereof; and

(d) if not, the reasons therefor?

Answer

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT(SHRI M.A.A. FATMI)

(a) to (d): The National Policy on Education (NPE), 1986, as modified in 1992, and evolved on a national consensus, has laid down a comprehensive framework that guides the development of education in its entirety. It continues to be relevant and has stood the test of time. The policy envisages the need for re- organisation of the education system especially, technical and management education system with reference to the changes in economy, social environment, production and management processes, the rapid expansion of knowledge and the great advances in science and technology.

Policy provides that the existing schism between the formal system of education and the country`s rich and varied cultural traditions need to be bridged. The preoccupation with modern technologies cannot be allowed to sever our new generations from the roots in India`s history and culture. De- culturisation, de-humanisation and alienation must be avoided at all costs. Education can and must bring about the fine synthesis between change-oriented technologies and the country`s continuity of cultural tradition.

The curricula and processes of education will be enriched by cultural content in as many manifestations as possible. Children will be enabled to develop sensitivity to beauty, harmony and refinement. Resource persons in the community, irrespective of their formal educational qualifications, will be invited to contribute to the cultural enrichment of education, employing both the literate and oral traditions of communication. To sustain and carry forward the cultural tradition, the role of old masters, who train pupils through traditional modes will be supported and recognised.

Linkages will be established between the university system and institutions of higher learning in art, archaeology, oriental studies, etc. Due attention will also be paid to the specialised disciplines of Fine Arts, Museology, Folklore, etc. Teaching, training and research in these disciplines will be strengthened so as to replenish specialised manpower in them.

As educational development is a continuous process, constant efforts have been made from time to time in consultation with State Governments and other stakeholders and appropriate changes have been brought about in the implementional aspects of the policy. The key issues of increased access and equity, quality, relevance, modernisation of content and processes of education, reaching the unserved and underserved sections and regions through the distance mode and incorporation of Information and Communication Technologies have been appropriately addressed at all stages of education.